

Evaluation Feedback for Professional Growth

Designing Comprehensive Evaluation Systems:
Leading the Design and Implementation of a Comprehensive
System to Improve Teaching and Learning

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Center on
GREAT TEACHERS & LEADERS

at American Institutes for Research ■



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 - Special education (seventh and eighth grades, Tunica, Mississippi)
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The Goal of Teacher Evaluation

*The **ultimate** goal of all teacher evaluation should be...*

**TO IMPROVE
TEACHING AND
LEARNING**

Center on Great Teachers and Leaders Mission

The mission of the Center on Great Teachers and Leaders (GTL Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.



GTL Center Partners and Leadership

- The GTL Center is administered by American Institutes for Research (AIR) and its partners: Council of Chief State School Officers (CCSSO) and Public Impact.
- Leadership
 - **Director:** Angela Minnici, Ph.D., AIR
 - **Deputy Director:** Lynn Holdheide, AIR
 - **Senior Policy Expert:** Sabrina Laine, Ph.D., AIR
 - **Senior Research and Technical Assistance Expert:** Laura Goe, Ph.D., ETS
 - **Project Lead:** Bryan Hassel, Ph.D., Public Impact
 - **Project Lead:** Janice Poda, Ph.D., CCSSO

GTL Center Goals

- **Goal 1:** Identify the most pressing state and district needs for teacher and leader systems of support.
- **Goal 2:** Provide high-quality technical assistance to regional centers and state education agencies (SEAs) to build SEA capacity.



GTL Center Goals

- **Goal 3:** Facilitate collaboration and coordination of efforts among regional centers, SEAs, experts, national organizations, preservice and inservice education providers, and other relevant stakeholders.
- **Goal 4:** Raise public and policymaker attention and encourage support for state-led initiatives to build seamless systems of support for teachers and leaders.



Overview

- Today's mini-workshop is designed to generate discussion about how the results of teacher evaluation processes can be used to promote professional growth for ALL teachers.
- Some state evaluation systems focus on professional growth primarily for those teachers whose performance is unsatisfactory.
- For this conversation, we will take the position that professional growth is ongoing throughout a teacher's career, and **all teachers can benefit from a process of examining and reflecting on their performance and planning for their professional growth.**

Job Satisfaction → Retention

“The most important influences on satisfaction [of first-year teachers] involve **variables related to social support and school management**, and that the most important influence on retention decisions is job satisfaction. Implications for future research and for practitioners are discussed, including the central role of **effective and supportive school management** in promoting the satisfaction and retention of [first]-year teachers.” (Bold emphasis added)

(Source: Stockard & Lehman, 2004, p. 742)

Two Important Goals for Evaluation

Accountability: We are interested in ensuring that measures are comparable and rigorous and that they correctly identify students' learning growth compared with other students in same grade or subject.

Instructional improvement: We are interested in ensuring that teachers actively and regularly collect data on students' performance toward standards and adjust and differentiate instruction accordingly.

Six Components in an Aligned Teacher Evaluation/Professional Growth System

1. High-quality standards for instruction
2. Multiple standards-based measures of teacher effectiveness
3. High-quality training on standards, tools, and measures
4. Trained individuals to interpret results and make professional development recommendations
5. High-quality professional growth opportunities for individuals and groups of teachers
6. High-quality standards for professional learning

(Source: Goe, Biggers, & Croft, 2012, p. 2)

Why Doesn't Teacher Evaluation Have More Impact on Teacher Growth?

“One of the major factors associated with the lack of impact of these [teacher evaluation] systems is the troublesome relationship between evaluation and professional development—the opportunities for teachers to learn and improve their practice in response to and beyond the process of evaluation itself.”

(Continued on next slide.)

Why Doesn't Teacher Evaluation Have More Impact on Teacher Growth?

“Policies governing teacher evaluation systems tend to make only vague and weak provisions for professional development, and they fail to ensure that these opportunities are of high quality and of value in improving practice.”

(Source: Smylie, 2014, p. 97)

“Drivers” for Teacher Improvement

- Specification of models of efficacious teaching practice (to direct performance)
- Measures tied to performance associated with those models
- Tying performance to job-related consequences (to motivate performance and improvement)
- Opportunities for learning and improvement for those who do not perform particularly well
(Underlining added for emphasis)

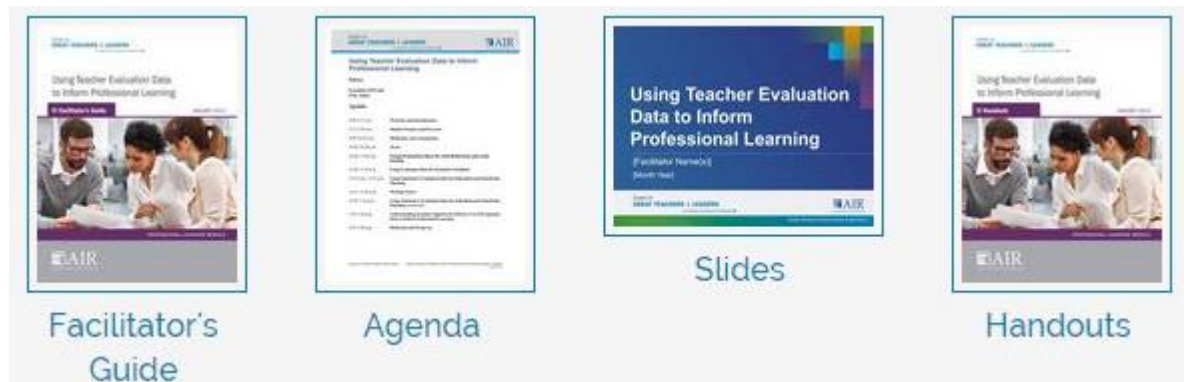
(Source: Smylie, 2014, p. 98)

Improving Instructional Quality

- “Studies also tell us that school administrators will be more likely to positively impact instructional quality if they allocate their direct efforts with teachers into facilitative channels” (Murphy, Hallinger, & Heck, 2013, p. 352).
 - Providing actionable feedback to teachers (Hattie, 2009)
 - Developing communities of practice in which teachers share goals, work, and responsibility for student outcomes (Wahlstrom & Louis, 2008)
 - Offering abundant support for the work of teachers (Leithwood & Jantzi, 2005)
 - Creating systems in which teachers have the opportunity to routinely develop and refine their skills (Bryk et al., 2010)

GTL Module: Using Teacher Evaluation Data to Inform Professional Learning

- Addressing a critical need in evaluation reform, this module delves into practical approaches for using evidence and ratings gathered through performance evaluation to inform professional learning for teachers.
- The module provides six hours of training, including hands-on, collaborative activities that can be adapted and customized to your state's context and needs.



GTL Module: Using Teacher Evaluation Data to Inform Professional Learning

- Learn how teacher evaluation data are used in self-reflection and formative feedback.
- Practice using teacher evaluation data in planning for professional learning for individuals and the organization.
- Explore next steps for ensuring that school and district structures support a teacher evaluation system focused on professional growth.
- Download materials from the GTL Center website (<http://www.gtlcenter.org/technical-assistance/professional-learning-modules/using-teacher-evaluation-data-inform-professional-learning>).

Effective Feedback

- Regardless of the data and measures used in an evaluation system, feedback should always be:
 - Tied to specific teaching standards or a performance rubric
 - Immediate (or as soon as possible)
 - Specific and detailed
 - Focused on specific data and evidence
 - Constructive and not just critical

Activity 1: Giving Feedback

- Watch the excerpt from a video of a high school science lesson.
- Use the handout to take notes.
- Discuss the following with colleagues:
 - What did you notice about the teaching practice? What did you notice about the students' behaviors and responses?
 - What additional information might you want to gather to inform your feedback? Why?
 - What format(s) would be best to deliver feedback to this teacher? Why?
 - What recommendations would you make for this teacher's professional growth? Why?

Activity 2: Using Data to Plan for Differentiated Professional Learning

- Read **Handout 4** on the scenario with Ms. Blue and her summative evaluation plan.
- Answer the **guiding questions** in Handout 4.
- Outline a professional learning plan for Ms. Blue.
- Include the following elements in your plan:
 - Professional learning goals
 - Professional learning activities
 - Success metrics

How Can Evidence Used for Teacher Evaluation Help Teachers Grow?

■ Observations:

- The observation itself will probably contribute little to teacher growth.
- ***Having a conversation about the lesson helps teachers grow!***

■ Teacher's contribution to student learning:

- Student learning results will contribute little to teacher growth.
- ***Analyzing results in relation to specific teaching practices helps teachers grow!***

Measures That Help Teacher Grow: Observations

- Rubric-based measures such as observation rubrics:
 - Teachers should be encouraged to aim for the top level.
 - Even if they do not hit the top, they are learning what good practice is by studying and comparing the level descriptions.
 - Teachers should score lesson and reflect on how their practice fits with rubric descriptions.
 - Teachers may want to ask a peer or mentor to observe and score lessons and discuss them afterward.

1a: Demonstrating Knowledge of Content and Pedagogy—Level 3 “Proficient”

The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.

1a: Demonstrating Knowledge of Content and Pedagogy—Level 4 “Distinguished”

The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.

Professional Growth for All Teachers

- For novice or struggling teachers:
 - Individual coaching or feedback on instruction
 - Observing or being observed by “master teachers”
 - Targeted group professional development (when several teachers have similar needs)
- For all teachers:
 - Participation in professional learning communities
 - Watching (and discussing with colleagues) videos of good teaching
 - Success at the Core: <http://successatthecore.com/Default.aspx>
 - Teaching Channel: <https://www.teachingchannel.org/videos/>
 - Edutopia: <http://www.edutopia.org/videos>
 - Teachers Network: <http://teachersnetwork.org/videos/>

Questions to Ask About Local Efforts to Link Evaluation and Professional Learning

- Are evaluation results discussed with individual teachers?
- Do teachers collaborate with instructional managers to develop a plan for improvement or professional growth?
 - All teachers (even high-scoring ones) have areas where they can grow and learn.
- Are effective teachers provided with opportunities to develop their leadership potential?
- Are struggling teachers provided with coaches and given opportunities to observe and be observed?

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and leaders for all students*

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